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ABSTRACT

The overall objective of Career Education Through Multi-Experience Centers is to develop and implement a comprehensive career education program for special education in the Quincy, Illinois public schools. Part one of the report provides statistical data on the project. The bulk of part two analyzes the progress made toward accomplishing the program's six objectives (design 10 multi-experience centers, develop appropriate student evaluation instruments, increase students' career awareness, improve students' attitude toward their educational environment, increase the regular education staff members' acceptance of special education students, and develop more positive self concepts in secondary level students), with separate consideration of operational and evaluation procedures, the extent to which these procedures were implemented, and the generally positive evaluation results for each objective. Other project topics covered in part two include: expectations; effects on other schools and on cooperating community organizations; activities to assure continuation; and objectives, procedures, and evaluations for 1975-76. Part three, a dissemination report, lists newspaper articles about the project, project presentations, and requests for various types of project information. Five appendixes include detailed descriptions of the 10 career centers, evaluation instruments, reactions and evaluations of multi-experience centers, State certification of personnel, and the project brochure. (JR)

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EDUCATION & WELFARE
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CAREER EDUCATION THROUGH MULTI-EXPERIENCE CENTERS

Application for Continuation Grant

under

Elementary and Secondary Education Act

Public Law 89-10, Title III

Submitted by

Quincy Public Schools

District #172

Quincy, Illinois

William G. Alberts, Superintendent

May 29, 1975

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PART I. STATISTICAL DATA

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Department of Pupil Services
Title III, ESEA Section
100 North First Street
Springfield, Illinois 62777

TITLE III, ESEA, STATISTICAL DATA

SECTION I PROJECT INFORMATION

A. REASON FOR SUBMISSION OF THIS FORM (Check one)

[ ] 1. INITIAL APPLICATION FOR TITLE III GRANT [ ] 2. RESUBMISSION [x] 3. APPLICATION FOR CONTINUATION GRANT [ ] 4. END OF BUDGET PERIOD REPORT

B. ILLINOIS GRANT NUMBER (In all cases except initial application, give assigned Illinois Grant Number)

5556-1-73

C. MAJOR DESCRIPTION OF PROJECT: (Check one)

[x] 1. INNOVATIVE [ ] 2. EXEMPLARY

D. TYPE(S) OF ACTIVITY (Check one or more)

[ ] 1. PLANNING [ ] 2. CONDUCTING PILOT ACTIVITIES [x] 3. OPERATION OF PROGRAM

E. PROJECT TITLE

CAREER EDUCATION THROUGH MULTI-EXPERIENCE CENTERS

F. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT

This project will establish numerous career multi-experience centers throughout the community where special education students, preschool through high school, will learn specific skills designed to increase awareness of and competencies in a series of actual experience situations.

Through the multi-center approach, students will develop positive attitudes towards work; will explore a wide range of careers; and will actively participate in a series of vocational experiences.

NAME OF COUNTY
Adams

NAME OF APPLICANT (Administrative District)	PHONE (Include Area Code)
Quincy Public Schools, District Number 172	217-223-8700

ADDRESS (Street, City, Zip Code)
1444 Maine Street, Quincy, Illinois 62301

PROJECT DIRECTOR	OFFICE PHONE (Include Area Code)
Joe B. Bocke	217-224-3770

OFFICE ADDRESS (Street, City, Zip Code)
3322 Maine Street, Quincy, Illinois 62301

SUPERINTENDENT (Administrative District)	OFFICE PHONE (Include Area Code)
William G. Alberts	217-223-8700

OFFICE ADDRESS (Street, City, Zip Code)
1444 Maine Street, Quincy, Illinois 62301

TYPE OF PROPOSAL (Check one or more)
[x] PROGRAM FOR HANDICAPPED [ ] DEMONSTRATION PROGRAM [ ] NEITHER

PERCENTAGE OF EXPENDITURES FOR HANDICAPPED 100 %

AVERAGE PER PUPIL (ADA) EXPENDITURE (first preceding year)	AVERAGE PER PUPIL (ADA) EXPENDITURE (second preceding year)
1116.31	977.98

DISTRIBUTION OF STUDENTS BY AREAS SERVED

___	Inner City	___	Pre-Kindergarten Program
___	Geographically Isolated Areas	x	Program for Handicapped
___	Program for Minority Group	___	Other

Q. OF THE TOTAL NUMBER OF PERSONS SERVED GIVE THE PERCENTAGE OF CHILDREN WHICH COME FROM FAMILIES WITH ANNUAL INCOMES OF:

1. 5 % $2000 or less
2. 5 % $2001 $3000
3. 90 % over $3000

DATE SUBMITTED	SIGNATURE OF SUPERINTENDENT (Administrative District)
May 29, 1975	William G Alberts

OE 66-05 (3/72)

SECTION II BUDGET SUMMARY FOR PROJECT (Include amount from item G.3 below)

	ILLINOIS GRANT NO.	BEGINNING DATE	ENDING DATE	FUNDS REQUESTED
A. INITIAL APPLICATION OR RESUBMISSION	5556-1-73	6-30-74	6-29-75	$168,000.00
B. APPLICATION FOR FIRST CONTINUATION GRANT		6-30-75	6-29-76	$184,400.00 *
C. APPLICAT ON FOR SECOND CONTINUATION GRANT		6-30-76	6-29-77	$157,000.00
D. TOTAL TITLE III FUNDS				
E. END OF BUDGET PERIOD REPORT	* Includes $22,000. for Quincy Conference IV			

Complete F and G only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested.

F. TYPE OF FUNCTION (Check applicable items)
☐ REMODELING OF FACILITIES ☐ LEASING OF FACILITIES

G. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY

SECTION III ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

A. PROJECT ENROLLMENT AND PARTICIPATION		GRADES PRE-K	K	1	2	3	4-6	7-12	ADULT (Exclude Teachers)	OUT OF SCHOOL YOUTH	TOTAL	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING PROJECTS
1. School Enrollment in Geographic Area Served	(a) Public	129	840	685	663	659	2267	4730	400	50	10423	
	(b) Non-Public		49	229	189	250	768	1175			2660	
2. Persons Participating in Project	(a) Public	75	65	70	70	70	300	600			1250	
	(b) Non-Public											
	(c) Not Enrolled											

B. TOTAL NUMBER OF PARTICIPANTS BY ETHNIC GROUP (Applicable to figures given in item above)

WHITE	NEGRO	AM. INDIAN	PUERTO RICAN	ORIENTAL	MEX. AMERICAN	OTHER (Specify)	TOTAL
1180	66				4		1250

C. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY LOW SOCIO ECONOMIC AREA	SUBURBAN	OTHER
PERCENT OF TOTAL NUMBER SERVED	2.0%	3.3%	10.8%	25.0%	58.9%

SECTION IV - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

A. PERSONNEL PAID BY TITLE III FUNDS	STAFF ASSIGNED TO PROJECT FULL-TIME	PART-TIME	FULL-TIME EQUIVALENT
1. ADMINISTRATION SUPERVISION	1		1
2. TEACHERS: (a) Pre-Kindergarten			
(b) Kindergarten			
(c) Grades 1-6		3	1/2
(d) Grades 7-12		2	2/3
(e) Other			
3. SUBJECT-MATTER SPECIALISTS (Artists, Scientists)			
4. TECHNICIANS (Audiovisual, Computer Specialists)			
5. PUPIL PERSONNEL WORKERS (Counselors, etc.)			
6. MEDICAL AND PSYCHIATRIC PERSONNEL			
7. RESEARCHERS, EVALUATORS			
8. PLANNERS AND DEVELOPERS			
9. DISSEMINATORS (Writers, Editors, P.R. Personnel)			
10. OTHER PROFESSIONAL		1	1/3
11. PARA PROFESSIONAL (Teacher Aids)	7		7
12. OTHER NON-PROFESSIONAL (Clerical, Bus Drivers)	1		1

NUMBER OF CONSULTANTS TO BE PAID BY TITLE III FUNDS	TOTAL CALENDAR DAYS RETAINED
4	16

PART II. PROJECT OBJECTIVES, PROCEDURES, AND EVALUATION REPORT

A. OBJECTIVES
PROCEDURES
EVALUATION

GENERAL PROJECT OBJECTIVE

The overall objective of Career Education Through Multi-Experience Centers is to develop and implement a comprehensive career education program for special education students in the Quincy Public Schools. The project is designed to assist these students in the development of positive attitudes toward work and the acquisition of vocational skills to prepare them for effective independent living and employment through the exploration of and participation in various career centers.

Within the original formal proposal six specific objectives were stated. Throughout the course of the project these six objectives, the related activities, and evaluation were given priority attention. A summary of the first year's objectives, procedures, and evaluation are included in this section. In addition, the extent of the attainment of the procedures and evaluation and evaluation results are explained in the following pages.

The interpretation of test results and the analysis of the statistical data was the responsibility of Dr. Don Beggs, Assistant Dean of the School of Education, Southern Illinois University. Dr. Beggs is an educator who is well-known for his expertise in the field of statistical procedures and the use of statistics in drawing valid inferences.

OBJECTIVE ONE

GIVEN FIVE MONTHS (DECEMBER, 1974), PROJECT TEACHERS WILL IDENTIFY AND DESIGN TEN MULTI-EXPERIENCE CENTERS AS MEASURED BY THE IMPLEMENTATION OF THESE CENTERS.

PROCEDURES

1. Through planning sessions and workshops, project teachers will assess career related course offerings and needs as perceived by students, teachers, parents, and community members.
2. From this assessment, basic components of a career education program will be explored and those needs relevant to the special education student will be identified.
3. From these identified needs, the Multi-Experience Centers will be planned and developed.
4. As the various centers are developed, workshops will be designed to identify and organize appropriate physical facilities, materials, and staff to insure the smooth operation of each Multi-Experience Center.

EVALUATION

1. By September 1, 1974, the completed plan for implementing the Multi-Experience Centers will be submitted to the project director.
2. By September 15, 1974, the completed plan for implementation will be evaluated by a committee composed of the director of special education, the project director, the project psychologist, and other qualified personnel.

EXTENT OF PROCEDURE

1. Summer workshops were offered to all teachers in the Quincy Public Schools. Ninety-five per cent of the professional staff attended orientation sessions emphasizing the Title III project, Career Education Through Multi-Experience Centers. Seventy-three members of the special education faculty were involved in sessions of one week or longer. They surveyed the needs of students, assessed various programs, began planning a curriculum, and designed the Multi-Experience Career Centers.

2. Teachers identified the basic components relevant to the special education student. They include:

   a. a need for acquiring the basic skills of language, math, and interpersonal relations.

   b. a need for an experiential approach focused on career development.

   c. a need for students of all age levels to become involved in the career-related activities.

   d. a need for teachers to expand their knowledge of career education. Literally hundreds of career concepts were explored during the workshops.

3. From these explorations by staff members, ten Multi-Experience Career Centers were planned and developed. The centers in operation during the first year were the (1) Upholstery Shop, (2) Food Services, (3) Production, (4) Health Careers, (5) Laundry, (6) Construction, (7) Grooming, (8) Maintenance and Repair, (9) Horticulture, and (10) Career City.

4. Workshop participants identified, organized, and in many situations, built the Multi-Experience Centers. Curriculum and Instructional Material Specialists from throughout the state served as resources to the staff in the outlining of the career curriculum. Teachers became aware and enthused about the new concept through their survey of commercially developed materials, through staff creation of materials, and mostly through the flow of teacher interaction during workshops.

Six career aides were selected to help in the operation of the centers. These aides possess expertise in given career areas which has enhanced the specific centers. They included a carpenter, upholstery technician, beautician, cosmetic saleslady, florist, and clerical worker.

EXTENT OF EVALUATION

1. The completed plan for implementing the Multi-Experience Centers was submitted to the project director on August 15, 1974.
2. During the week of August 19-23, the completed plan for implementation was evaluated by a committee composed of the director of special education, the project director, the project psychologist, and five staff members who were selected to serve as career specialists within the program.
3. By December 1, 1974, the Multi-Experience Centers were operating within the Quincy Public Schools. The career centers and their base of operation are given in the following listing.

CAREER CENTER	PLACE OF OPERATION
1. Grooming	Franklin Elementary School
2. Upholstery	Jackson Special Education Center
3. Career City	Lincoln Elementary School
4. Food Service	Senior High II
5. Production Service	Senior High II
6. Health Careers	Vocational Training Home, 2424 High Street
7. Construction	Vocational Training Home
8. Laundry	Vocational Training Home
9. Maintenance and Repair	Senior High II
10. Horticulture	Hamann Florist, 2809 North 12th

EVALUATION RESULTS

Project teachers have identified and designed ten Multi-Experience Centers. The ten career centers were in operation by December 1, 1974.

The attainment of objective one has been reached.

OBJECTIVE TWO

GIVEN FOUR MONTHS (NOVEMBER, 1974), PROJECT STAFF MEMBERS WILL IDENTIFY AND/OR DEVELOP APPROPRIATE ASSESSMENT INSTRUMENTS DESIGNED TO MEASURE STUDENT GROWTH IN ACHIEVEMENT, ATTITUDES, AND INTERESTS EXPERIENCED THROUGH PARTICIPATION IN THE PROJECT AS MEASURED BY THE INCORPORATION OF THESE INSTRUMENTS INTO THE PROJECT EVALUATION DESIGN.

PROCEDURE

1. Through planning sessions and workshops, project staff members will be provided opportunities to examine and evaluate existing evaluational instruments.

Instruments will include such tests as:

a) MVIB-Minnesota Vocational Interest Inventory
b) SCAT-School and College Ability Test
c) ITBS-Iowa Test of Basic Skills
d) WRAT-Wide Range Achievement Test

2. Through planning sessions, workshops, and the use of consultants, project staff members will be offered assistance in the selection and/or development of appropriate assessment instruments.

3. Through planning sessions and workshops, project staff members will select and/or develop evaluational instruments specifically designed to measure the attitudinal, interest, and academic growth experienced by students participating in the project.

EVALUATION

1. By September 1, 1974, a list of identified and/or developed instruments will be submitted to the project director.

2. By October 1, 1974, these assessment instruments will be evaluated by a committee consisting of the director of special education, the project director, the project psychologist, and other qualified personnel.

3. By October 30, 1974, project participants will make appropriate revisions in the assessment instruments based on the recommendations of the evaluating committee.

4. By November 1, 1974, the assessment instruments will be incorporated into the evaluation design of the project.

5. These instruments will be administered on a pre and post basis and the results will be analyzed.

EXTENT OF PROCEDURE

1. The project psychologist, Frank Froman, with assistance from his colleague school psychologists gave presentations during the workshops on the existing evaluational instruments. Staff members were provided with a variety of assessment instruments designed to measure student growth in achievement, attitudes, and interest. In-depth interpretation of the testing instruments accompanied the presentation by the psychologists.

The pre-vocational coordinator demonstrated the assessment tools used for determining aptitude profile, employer ratings, and other evaluations pertinent to vocational skill competencies.

2. Resource individuals such as Donna Martin of DVTE, Louise Geisecke of the State Instructional Materials Center, and Dr. Bruno D'Alonzo of Northern Illinois University offered the project staff assistance in the evaluation of testing instruments. Dr. Don Beggs, the project evaluation consultant, has been most helpful in his continual advice concerning proper test selection. Further professional consultation was utilized when the project began examining career awareness inventories. Dr. Larry Bailey, a career education specialist from Southern Illinois University, assisted in the crucial development of the Career Awareness Inventory.

EXTENT OF EVALUATION

1. By September 10, 1974, the following assessment instruments were incorporated into the evaluation:

a) The Wide Range Achievement Test (WRAT) was selected to measure project students' achievement.

b) A modification of the Gordon Occupational Checklist was selected to measure vocational interest of project students in grades ten through twelve.

c) A locally developed Career Awareness Inventory was selected to measure project students' career information and awareness level in grades preschool through six.

d) The Quincy All-Choice Continuum, sections #1, #3, #4, and #6, was selected to measure attitudes of project students.

e) The Instructional Objectives Exchange (IOX) Self-Appraisal Inventory was selected to measure project students' self-concepts.

2. These evaluational instruments were administered as a pretest during the weeks of September 10-13, 1974, and September 16-20, 1974. The post-test was conducted during the first week of May, 1975.

EVALUATION RESULTS

Project staff members have identified and developed appropriate assessment instruments to measure student growth in achievement, attitudes, and vocational interest. The instruments have been incorporated into the project evaluation design. The attainment of objective two has been reached.

OBJECTIVE THREE

GIVEN ONE YEAR (JUNE, 1975), STUDENTS PARTICIPATING IN THE PROJECT WILL DEMONSTRATE INCREASED (5%) CAREER AWARENESS AS MEASURED BY A COMPARISON OF RESPONSES INDICATED ON PRE AND POST ADMINISTRATIONS OF A LOCALLY DEVELOPED OR A COMMERCIALLY PREPARED CAREER AWARENESS INVENTORY.

PROCEDURE

1. Each project student will be provided an opportunity to participate in a minimum of three Multi-Experience Centers.

2. Students attending each Multi-Experience Center will be presented information concerning the family of career related activities composing each other.

3. Students participating in the project will be presented numerous activities and experiences related to the various Multi-Experience Centers. Such activities and experiences may include:

a) media presentations illustrating a particular phase of work
b) visitations by local craftsmen and workers
c) field trips to actual work settings
d) projects utilizing skills developed in the centers.

EVALUATION

1. Career files on project students will be kept at each Multi-Experience Center.

2. Each student visit to a Multi-Experience Center will be recorded.

3. By November 1, 1974, the career awareness instruments will be administered to the project students as a pretest.

4. By June 1, 1975, the career awareness instruments will be administered to the project students as a post-test.

5. Analysis of this data will reflect the change in career awareness experienced by project students after one year of participation in the project.

EXTENT OF PROCEDURE

1. Project students have had an opportunity to visit and participate in ten Multi-Experience Centers. The centers focused on a variety of career clusters and are geared to multiple interest levels. Transportation was provided by the Quincy Public Schools for all students desiring to attend the centers.

2. Students attending each center have been presented with practical and meaningful information relevant to that career station. A center describes the various stages of career development. The student starts with the awareness phase and advances through an exploratory stage, a preparation stage, and finally becomes a participant in a realistic employable situation.

EXTENT OF EVALUATION

1. Files are kept at each Multi-Experience Center indicating the number of visits a student makes to that center. Teachers also keep a continuous chart of career experiences provided students. These checklists indicate

career activities in the classroom, at the Multi-Experience Centers, and throughout the community.

2. Each student visit to the Multi-Experience Centers has been recorded. As of May 1, 1975, the attendance at the various career centers was as follows:

Career City	500	Health Careers	400
Construction	1500	Horticulture	250
Food Service	900	Laundry	300
Furniture Restoration	1400	Maintenance & Repair	150
Grooming	2000	Production Services	750

3. The career awareness instrument was administered as a pretest to project students, preschool through grade six, during the week of September 16-20, 1974.

4. The career awareness instrument was administered as a post-test to project students, preschool through grade six, during the first week of May, 1975. A copy of this instrument is found in Appendix B.

EVALUATION RESULTS

The results for the seven subtests of the Career Awareness Inventory from both pre and post assessments are given on the following page.

CAREER AWARENESS INVENTORY DATA FOR OBJECTIVE THREE

	Pretest (N = 82)		Post-Test (N = 98)		
Subtest	Mean	Standard Deviation	Mean	Standard Deviation	Z Statistic
1	7.35	.85	7.53	1.08	1.26
2	3.23	1.28	3.78	.62	3.93 *
3	13.29	6.37	16.18	5.44	3.48 *
4	8.09	4.31	8.10	4.10	.02
5	5.32	4.02	4.59	3.37	-1.40
6	1.52	1.01	1.62	1.07	.71
7	10.79	7.59	24.83	12.99	9.03 *

* Statistically significant at alpha equal .05.

The results in the above Table indicate that, in general, there was an increase in the student's career awareness. In reviewing the seven subtests, it is obvious that subtests one, two, three, and seven deal with the student's capability of identifying jobs and types of things that individuals do in jobs. As is indicated in the above Table, the results of three of these four subtests indicate that there was a statistically significant increase in the student's awareness on these four subtests. These results would indicate that during the first year of the project the students who participated seemed to become much more aware of jobs and were better able to identify the titles and work activities of individuals in specific careers.

The remaining three subtests which did not show statistically significant results seemed to be assessing more subtle points concerning career awareness. These subtests seemed to be assessing the student's knowledge of why there is a need for specific types of careers and in general why do people work. These three subtests seemed to be assessing very important aspects of career education that should be affected by the project but quite possibly not in an eight month time period.

For the first year of the project, it appears that the project has been successful in making the students more aware of jobs and what people do in jobs but to the present time the project has not had a significant effect on helping the students understand the need for specific careers and why people work. This will be a goal for the coming year of the project. Due to the two different levels of awareness assessed in the objective, it is the opinion of the evaluator that Objective Three has been met in terms of helping the students become more aware of careers. The data from this year should provide a very good base for comparison for next year to see if long range effects can be observed on a more subtle level of career awareness.

OBJECTIVE FOUR

GIVEN ONE YEAR (JUNE, 1975), STUDENTS PARTICIPATING IN THE PROJECT WILL DEMONSTRATE A MORE POSITIVE ATTITUDE TOWARD THEIR EDUCATIONAL ENVIRONMENT AS MEASURED BY THEIR PERFORMANCE ON PRE AND POST ADMINISTRATIONS OF SECTIONS #1, #3, #4, and #6 OF THE QUINCY ALL-CHOICE CONTINUUM.

PROCEDURE

1. Through planning sessions and workshops, teachers will develop additional skills which will provide students with success-oriented tasks and high levels of social reinforcement.
2. Each project student will be afforded opportunities to participate in ongoing projects in each Multi-Experience Center.
3. Activities in each center will emphasize the development of positive attitudes in the various phases of the world of work.

EVALUATION

1. By September 30, 1974, a random sample of project students will be administered sections #1, #3, #4, and #6 of the Quincy All-Choice Continuum as a pretest.
2. By June 1, 1975, a random sample of project students will be administered sections #1, #3, #4, and #6 of the Quincy All-Choice Continuum as a post-test.
3. Analysis of this data will reflect the degree of change in students'

attitude toward their educational environment after one year participation in the project.

EXTENT OF PROCEDURE

1. Teachers met collectively in small groups during summer workshops and in planning sessions to discuss and evaluate the capacity levels of individual students. Through these group sessions teachers became more aware of the tasks in which students can experience success. Psychologists and resource teachers from District 172, as well as out-of-district consultants shared various skills with the workshop participants which later provided students with positive social reinforcement. These skills are currently being practiced by project staff in all educational environments.

2. Students participate in numerous on-going projects at each Multi-Experience Center. Examples of these projects range from roofing a house at the Construction Center to a school landscaping project in the Horticulture Center.

3. The staff at the Multi-Experience Centers stress attitudes relevant to the dignity of work and the relationship of work to the dignity of the individual. Through career education we are raising the potential level of the special student in the labor force. Often students thought of themselves as incapable of numerous realistic occupations. As the project grows, one observes a tremendous change in the students' attitude toward the world of work. Students are beginning to execute more complex vocational tasks as a result of the new experiential approach.

EXTENT OF EVALUATION

1. The Quincy All-Choice Continuum, sections #1, #3, #4, and #6, was administered as a pretest to a random sample of project students during September 16, through September 20, 1974.

2. The Quincy All-Choice Continuum, sections #1, #3, #4, and #6, was administered as a post-test to a random sample of project students during the first week of May, 1975. A copy of this evaluative instrument is contained in Appendix B.

EVALUATION RESULTS

In order to assess the students' attitude toward their educational environment, the decision was made to use four subtests of the Quincy All-Choice Continuum that has previously been used in other Title III, ESEA, projects and was validated in the Education By Choice project. Anyone wishing to know more about the validation processes should see the final report for the Education By Choice project or read the doctoral dissertation prepared by Dr. Henry Scherich while he was a student at Southern Illinois University at Carbondale.

The results from the assessment are found in the following table.

QUINCY ALL-CHOICE CONTINUUM DATA FOR OBJECTIVE FOUR

	Pretests	Post-Tests	Z Statistic
Section I	N = 214 X = 80.81 S.D. = 17.84	N = 234 X = 79.16 S.D. = 20.72	-.85
Section III	N = 214 X = 75.84 S.D. = 21.22	N = 234 X = 73.20 S.D. = 21.39	-1.23
Section IV	N = 214 X = 70.81 S.D. = 21.21	N = 234 X = 70.75 S.D. = 21.92	-.02
Section VI	N = 214 X = 64.74 S.D. = 21.20	N = 234 X = 64.89 S.D. = 22.51	.07

The results in the preceeding Table indicate that the objective was not met in terms of statistical change being noted. In three of the four subtests, the results indicated a slight decline but none of these declines differ significantly from those obtained through chance differences.

The project evaluator, in discussing the objective, indicated initial surprise at the results. He mentioned that in meeting with students, teachers, and others who have visited the project, it is obvious that students have a positive attitude toward the school. It was at this point that we began to assess the magnitude of the pretest scores which are extremely high.

A perfect positive attitude on each of the subtests is 100. In two of the subtests, subtest one and subtest three, the means were in the top one-fourth of the scale and in the other two subtests, the means were almost 65 and almost 71. In order for there to be statistically significant change beyond these high scores, the post-test scores would have to have been extremely high. This was not accomplished. Therefore, the evaluator interprets these results to be a function of the high pretest scores. In a sense, this is a compliment to the school system in that the students began participating in the project with a very high positive attitude toward their educational environment.

Although it was not a function of this project, the evaluator had available to him the results from the tenth grade students in 1973 to the four subtests used in this project. The differences are quite marked. In subtest one, which assesses the attitude toward school in general, the 1973 results indicate a mean of 75.7, almost five points below the post-test scores for the students in this project. Subtest three, which assesses attitude toward teachers, showed results in 1973 of a minimum of 61.5, which is twelve points below the post-test mean scores for the project students. The fourth subtest deals with peer relationships in the Quincy School System and in 1973 the mean was 65.7, which is five points below the results reported for the project students. Finally in subtest six, which is an assessment of the student's general attitude toward school, the 1973 results reported a mean of 56.9, which is eight points below the post-test mean for the project students. These results would strongly

indicate that the students in this project do have a more positive attitude toward their educational environment than the students who were involved in the 1973 assessment.

OBJECTIVE FIVE

GIVEN ONE YEAR (JUNE, 1975), REGULAR EDUCATION STAFF MEMBERS PARTICIPATING IN THE PROJECT WILL BECOME MORE ACCEPTING OF THE SPECIAL EDUCATION STUDENT AS MEASURED BY THEIR PERFORMANCE ON A LOCALLY PREPARED TEACHER SURVEY OF SPECIAL EDUCATION.

PROCEDURE

1. Regular education teachers will participate in planning sessions and workshops, and will assist in the development and implementation of the Multi-Experience Centers.
2. Activities will be scheduled where regular and special education students and staff members will work together in project activities designed to develop the Multi-Experience Center concept.

EVALUATION

1. By September 15, 1974, a random sample of regular education staff members who participate in the project will be administered a locally prepared Teacher Survey of Special Education as a pretest.
2. By June 1, 1975, a random sample of regular education staff members who have participated in the project will be administered a locally prepared Teacher Survey of Special Education as a post-test.
3. Analysis of this data will reflect the degree of change in attitude towards special education students experienced by regular education teachers after one year of participation in the project.

4. Significant positive change shall be indicated if 80% of the items have increased an average of $\frac{1}{2}$ a point on the horizontal scale.

EXTENT OF PROCEDURE

1. Ninety-five percent of the regular education faculty assisted in the identification and planning of the Multi-Experience Centers. Summer workshops involved both regular and special teachers working in a cooperative atmosphere to develop the career curriculum and associated centers.

2. In addition to staff members working together in a combined effort, students of all catagories also have been sharing experiences within the same educational setting. Activities at the centers have included students of all learning abilities and every age level. Experiences are designed which are beneficial to both regular and special students. This environment of cross-catagorization is the beginning of the elimination of that horrendous stigma which has plagued the exceptional child for years.

EXTENT OF EVALUATION

1. By September 1, 1974, all regular education staff members who participated in summer workshops were administered a locally prepared, ten item, Teacher Survey of Special Education as a pretest.

2. By May 1, 1975, a random sample of regular education staff members who have participated in the project were administered a locally prepared Teacher Survey of Special Education as a post-test. A copy of this evaluative continuum is contained in Appendix B.

3. Analysis of this data has reflected a positive change in attitude toward special education students as experienced by regular staff members.

EVALUATION RESULTS

Staff members from regular education have been heavily involved in the planning and development of the Multi-Experience Centers concept. Their active participation in summer workshops with the special education staff has generated a greater understanding of the special programs and exceptional children. Survey results indicate that the regular education teachers involved in the project have become more accepting of the special education student. The project has met the established time-line in the accomplishment of objective five. The attainment of objective five has been reached.

All ten items on the Teacher Survey of Special Education showed significant increases (.5 on the horizontal scale) when comparing pre and post-tests. The following data was collected in pre and post administrations of the locally prepared Teacher Survey of Special Education.

	Pretest N = 340 PRETEST MEAN SCORE	Post-Test N = 111 POST-TEST MEAN SCORE
Item one	10.9	15.4
Item two	12.5	14.9
Item three	12.7	15.1
Item four	9.7	13.7
Item five	10.3	12.3
Item six	7.6	14.3
Item seven	11.4	13.6
Item eight	16.2	17.0
Item nine	14.6	16.4
Item ten	12.6	13.5

Analysis of the data reflects a positive change in regular teachers' attitude toward special education. The positive difference in mean scores indicates full attainment of objective five.

OBJECTIVE SIX

GIVEN ONE YEAR (JUNE, 1975) SECONDARY LEVEL SPECIAL EDUCATION STUDENTS PARTICIPATING IN THE PROJECT WILL DEVELOP MORE POSITIVE (.05) SELF-CONCEPTS AS MEASURED BY THEIR PERFORMANCE ON PRE AND POST- ADMINISTRATIONS OF THE SELF-CONCEPT MEASURES AS PUBLISHED BY INSTRUCTIONAL OBJECTIVES EXCHANGE (IOX).

PROCEDURE

1. Students will receive both formal and informal feedback from the project staff regarding their areas of improvement and newly acquired skills.
2. Placement in regular career programs at the Quincy Area Vocational Technical Center will be offered to those students who demonstrate the academic competencies and attitudinal readiness to participate in such experiences.
3. Students who have demonstrated their readiness for such activities will be offered actual work experience by being placed in jobs within the community where they will be able to utilize the skills they have developed in the Multi-Experience Center.

EVALUATION

1. By November 1, 1974, the IOX self-concept scale will be administered to project students as a pretest.
2. By June 1, 1975, the IOX self concept scale will be administered to

project students as a post-test.

3. Analysis of this data will reflect the degree of change in self-concept experienced by students after one year of participation in the project.

EXTENT OF PROCEDURE

1. The project staff has effectively implemented a program of immediate positive social reinforcement towards students who show signs of improvement and newly acquired skills. Students have experienced success in the Multi-Experience Centers and feel they have made a personal contribution with their skills. Their increased involvement in school activities and overt expressions of happiness demonstrates a healthier concept of self.

2. According to current records, 18 special education students have participated in career-oriented courses in the Quincy Area Vocational-Technical Center. These Juniors and Seniors were enrolled in the following vocational courses:

Commercial Foods	Child Care
Welding	Drafting
Advanced Welding	Health Occupations
Auto Body Repair	

3. Forty students from Quincy Senior High II (grades 11-12) have been placed in jobs within the community. During this participation phase of the project they have utilized a multitude of skills in very realistic occupational environments.

EXTENT OF EVALUATION

1. The IOX self-concept scale was administered to project students on

the secondary level as a pretest during the second and third week of September, 1974.

2. By May 1, 1975, the IOX self-concept scale was administered to project students as a post-test. A copy of this instrument is contained in Appendix B.

3. Analysis of this data will reflect the degree of change in self-concept experienced by students after one year of participation in the project.

EVALUATION RESULTS

As a result of building the ten career centers, secondary level special education students have a larger variety of careers to explore. They have the opportunity to experience job tasks in numerous career areas that are attractive to them. Because of their personal achievements at the centers and on jobs within the community they are beginning to look at themselves as contributors to society. Teacher observations have indicated that these student achievements have resulted in the development of positive self-concepts.

The IOX Self-Appraisal Scale was administered to measure the self-concept of project students. The results of the pre and post assessments are given in the following Table.

IOX SELF-APPRAISAL INVENTORY DATA FOR OBJECTIVE SIX

Pre-tests	Post-tests	Z Statistic
N = 94	N = 190	1.92*
X = 215.08	X = 221.98	
S.D. = 24.09	S.D. = 24.91	

* Statistically significant at alpha equal .05.

The results in the above Table indicate that Objective Six has been met beyond expectation. The results are statistically significant even though the variability on both tests was relatively high.

In addition to the IOX Self-Appraisal Inventory, the evaluator, in a strictly subjective assessment, observed that students that he met did project a more positive self-concept later during the year. In talking with adults who worked with these students, the evaluator's observations were substantiated. This is a very positive finding for the project.

GENERAL SUMMARY

After reviewing all of the data, it is the evaluator's opinion that the project is moving in its intended direction. The project staff are highly committed and are willing to use evaluation results for the betterment of the students in the project. The staff has been extremely professional in not interfering with this evaluator's assessment but cooperating when called upon. The results from this assessment would indicate that the project has room to grow, especially in the more subtle areas of career awareness. As the project staff prepares for the coming year, they should seriously consider ways of making the students more aware of why specific jobs are needed and why people work.

F. PROJECT EXPECTATIONS

Project personnel have evaluated the first year of Career Education Through Multi-Experience Centers as an initial step toward a comprehensive career program. Accomplishments of students, interest in the career centers, and total involvement in the comprehensive project have exceeded original expectations. A sample of these expectations are explained.

Teachers are beginning to fully understand why an experiential approach is highly beneficial to the exceptional student. Through the series of summer workshops they acquired practical skills which they shared with their students. As an observer enters project classrooms, he can readily see the experiences offered students. Each project teacher kept a log of career experiences presented to the students. Many of the experiences took place in the Multi-Experience Centers, while others were offered in the classrooms or during field trips. A list of these experiences has been recorded and is available to all teachers in the district, Title III, project visitors, and other interested people.

At the beginning of summer workshops, elementary staff members, both those involved in regular and special education, were extremely apprehensive about the possibility of implementing career education with younger handicapped students. They also felt, at the start of the project, that participation in the career centers would detract from the teaching and learning of the basic skills of reading and math. After becoming involved, however, teachers soon discovered that the career

centers strengthened student interest in the basic skill areas and enriched the overall curriculum. Teachers mutually agree that now there is a highly positive correlation between experiences of the career centers and learning in the classroom. Teachers and students quickly perceived the educational assets of this transitional process of learning at the career centers and classroom learning.

Everyone knew that the career centers would be attractive to many students, but no one could estimate the use of the centers during the first operational year. Attendance at the centers has been extremely high. Daily and hourly participation with the career centers has caused scheduling to be tight. The scheduling of students into the centers is the responsibility of Career Specialists. In some cases, centers had been completely scheduled through the end of the year by the first of March. The growth in attendance has definitely exceeded the project expectations.

Responsibility for the coordination of the centers and the comprehensive K-12 career curriculum development has been given to the Career Specialists as proposed in the initial grant. Career Specialists have carried out their assignments and initiated new concepts throughout the school year. In every instance they have exhibited leadership qualities essential to project progress.

In the writing of the original proposal, the project expected to hire six individuals to function as career aides and help staff the various Experience Centers. The project was very fortunate in acquiring the services of professional career personnel to work as career aides. The

Grooming Center is staffed with a registered cosmetologist and a licensed cosmetic salesperson. The Construction Center employs a retired carpenter and a qualified upholsterer works with students in the Furniture Restoration Center. A local florist serves as the career aide in the Horticulture Center. Students have been the benefactors of their expertise and the project has received district-wide attention because of their effectiveness.

Project dissemination activities have grown beyond expectations for the first operational year. Staff and students have participated in public relations programs throughout the community. The press, radio, and television have been generous in portraying the accomplishments of Career Education Through Multi-Experience Centers. Project personnel have also shared the career centers concept with other special educators and general educators throughout the state. Requests for project information have come from coast to coast.

The project has developed a 20-minute slide program, an eight minute movie film, and has available a 28-minute video tape of a television program focusing on the career project. UPDATE, an in-house newsletter, is published monthly and distributed to all project personnel and interested professionals and citizens. The media presentations and newsletters are all a part of the project's dissemination process.

Objective Five has reflected numerous spin-off effects which have benefitted exceptional children. This objective stated that regular education staff members participating in the project will become more

accepting of the special education student. The project projected that activities would be planned where regular and special staff could collectively work together. Again, the project has gone beyond what was originally expected. The closer relationship is visible throughout the school system. A few examples illustrating this improved relationship include:

(1) combined faculty participation in the Career Education workshops;

(2) enthusiastic teacher response to the workshop entitled "The Exceptional Child in the Regular Classroom";

(3) a Junior High camp-out retreat which was supervised by a cross-section of staff members and involved twenty regular students along with twenty students representing the special education department;

(4) participation of forty regular teachers officiating the Olympics For Handicapped Children.

(5) Music teachers designed a play emphasizing Career City for primary-level exceptional children;

(6) increased involvement of special education personnel in district-wide planning.

Some activities within the project have not been achieved at the level desired by staff. For example, we need to further develop the career curriculum emphasizing scope and sequence throughout all areas and age levels. Plans are currently being made to deal with this development during summer workshops.

There exists a need to evaluate the existing centers and strengthen

the career model. Several occupational clusters need to be represented within revised or additional Experience Centers. This evaluation and possible revision will be conducted during the summer of 1975 in staff workshops.

The project brochure developed during the first operational year needs to be updated. With the growth of the different centers, the current brochure does not illustrate the comprehensiveness of the Multi-Experience Centers. We, therefore, expect to rewrite and publish an up-to-date extensive brochure that fully explains the project.

C. EFFECTS OF THE PROJECT ON THE EDUCATIONAL AGENCY

Career Education Through Multi-Experience Centers, similar to Project to Individualize Education, Education By Choice, and Renewal, which are also Title III projects in District Number 172, has played an important role in the educational process of the Quincy Public Schools. The project's effectiveness has significantly spread through other programs and all schools within the system.

As a result of summer workshops in which district personnel began building a career model, staff participants carried many ideas back to their own buildings and began to push for a concentrated district-wide approach to career education. For example, a central committee involving elementary, secondary and Area Vocational-Technical Center personnel met on a regular basis to assure a coordinated effort of a career education program for all students. This committee and other staff members are investigating various models in career education which can benefit the various segments of the student population.

As the school year progressed, the Multi-Experience Centers attracted more and more of the students and staff from the regular education programs. Other special needs programs began to take advantage of the career centers and the comprehensive curriculum of career education. Head Start classes, for example, exposed all of their children to the career centers relevant to that age level. Students from the Adams County Special Education Cooperative enrolled in schools outside of Quincy made numerous visits to observe and participate in the career experiences. As a result of their observations and participation, teachers

and students have begun to develop their own mini-centers within their classrooms. They have also reinforced their own attitudes toward the necessity of an experiential approach and career education.

The anticipated success of the Career Education project in strengthening positive relationships between special and regular teachers has stimulated other members of the special education department to initiate further innovative strategies. A Title III, E.S.E.A. mini-grant has been awarded to the Quincy Public Schools for the 1975-76 school term. The grant, entitled Students, Teachers, and Educational Problems (S.T.E.P.) will deliver to educators within one elementary target school multi-media workshops and practical remediation activities concerning specific learning disabilities. This support system will be designed to contain data that teachers need in understanding, identifying and programming for learning and behavioral problems of the exceptional child in the regular classroom.

Shared learning experiences have resulted from planned inter-project consortia. Personnel representing the work-study and Voc-Prep areas, traveling teachers, Area Voc-Tech Center, and other professional groups participated in the association. The Career Education project benefitted from and contributed to the interaction meetings.

Quincy Conference IV will be a highlight of the professional educational programs in our community. Planning for this event has been going on for a number of months. Career Education Through Multi-Experience Centers will be responsible for the fiscal records of Quincy Conference IV. One of the project's Career Specialists is a tri-director

of the October conference.

With the Title III career education project special education has moved from a somewhat segregated position in the school community to the start of becoming an integral part of that community. Teachers in the special education program are increasingly recognizing themselves as contributors to the total educational system. Just as regular teachers are changing attitudes about special education, which is evident through the accomplishment of Objective Five, so too are special teachers revising their attitudes about working and sharing in a non-catagorized environment. Their ideas, plans and products have had an impact upon the entire educational agency.

The Career Centers project staff plans to continue to develop new ideas and innovative educational experiences. These ideas and experiences may be utilized by all students and teachers in the Quincy Public Schools, as well as, neighboring private and parochial schools.

D. EFFECTS OF THE PROJECT ON COOPERATING AGENCIES

During the first operational year of Career Education Through Multi-Experience Centers, the project has cooperated with and received cooperation from many community agencies. Business, institutions, service clubs, and other agencies have assisted in providing meaningful educational and career experiences for students. The following list indicates a sample of how the project has related to cooperating agencies, and demonstrates it's interest in community involvement.

1. Teachers in the summer workshops, in order to properly prepare themselves for the career-oriented curriculum, visited numerous businesses and industries. Printing shops, upholstery shops, machine shops, and large factories comprised a sample of their visitations.

2. Teachers in the summer workshops dealt directly with the Department of Vocational Rehabilitation through visits and conferences.

3. Teachers in the summer workshops gained insight on career opportunities in the community for the severely handicapped through visitations to the Community Sheltered Workshop.

4. Teachers in the summer workshops shared ideas with members of the Adams County Mental Health Association through visitations and conferences.

5. Presentations of the project were made to local PTA groups, Kiwanis Club, and other service organizations.

6. Project students have made purchasing visits to grocery stores in the community such as IGA, Krogers, Randalls, and Giant.

7. Project students have made field experience trips to farms throughout the area, including Moormans Research Farm.

8. Project students have made numerous consumer buying trips to hardware and retail stores in the community.

9. Secondary project students made Christmas gifts for the elderly and personally delivered them to nursing homes, including Quincippi Nursing Home and Sunset Home.

10. Project students made field experience trips to lime quarries in the area.

11. Project students personally constructed and delivered Christmas gifts to Cheerful Home and other day-care children agencies.

12. Project students investigated career information material and career opportunities at the Quincy Public Library.

13. Project students explored jobs available in aviation and related areas through experience trips to Baldwin Municipal Airport.

14. Project students at all age levels benefited from discussions with personnel from the Quincy Police Department.

15. Representatives from Illinois Bell Telephone Company gave several demonstrations within project classrooms.

16. Project students received assistance from local photography shops in the establishment of their Photo Lab at Career City. Students also made several visits to photography shops.

17. Registered Nurses from Blessing Hospital and the Adams County Public Health Department volunteered their services in providing

health experiences at the Health Careers Center.

18. Project students shared ideas with Mr. Robert Socks, representing the Northern Illinois Association of Cystic Fibrosis.

19. The U.S. Department of Conservation sent a representative to project classes to inform students of the department's responsibilities and how students can assist the agency.

20. Project teachers toured Gates Radio Company to gain insight on how to organize a transistor-component assembly line.

21. Dave Laytham, representing the Quincy Herald-Whig newspaper, visited project classes and discussed jobs available in the newspaper business.

22. Veterans from the Illinois Soldiers and Sailors Home met with project students and discussed events of World War II as well as careers available in the armed services.

23. The Adams County Public Health Department volunteered their dental expert, Mrs. Fahler, to demonstrate proper teeth brushing habits. Mrs. Fahler assisted in the Grooming Center.

24. Project students participated in field trips to the U.S. Post Office.

25. Project students have been exposed to rules and regulations of U.S. Social Security Office and Illinois Employment Agency.

26. Project students have volunteered their services in the Production Service Center through the collating and mailing of brochures for the American Cancer Society.

27. Project students have developed materials in the multi-experience centers for the Quincy Women's Service League.

28. Project students in the Food Service Center have served meals for various church functions in the community.

E. PROJECT ACTIVITIES TO ASSURE CONTINUATION

Quincy Public Schools have in the past and will in the future operate sound educational programs for which they have made a commitment. Fiscal matters are carefully planned to assure that these commitments may be fully honored. The career education project has been developed on a long-range basis with the foresight that outside funding will eventually terminate.

The career centers which have been designed and constructed during the past year will be developed to their fullest potential during the second year of operation. The equipment and materials within the Experience Centers will be improved in quality and increased in quantity during the next fiscal period as determined by staff assessments. Beyond that time period the career centers are designed to be almost completely self-maintaining.

During the next budget period the Career Education project will continue to carefully plan within the realms of educational reasonableness and fiscal alertness. Possible purchases just as new concepts will receive considerable attention before final decisions are reached.

The project has established an on-going evaluation system of the centers and the overall project. Advice will be sought from educators, students, parents, and citizens before revising the current program as well as adding or deleting elements of the project.

PROJECT VISITORS

DATE	NAME	LOCATION
August 23, 1974	Tom Boldrey	Joliet, Illinois
August 23, 1974	Dr. Bruno D'Alonzo	Northern Illinois University DeKalb, Illinois
October 13, 1974	Harvey L. Skirvin	Ewing, Missouri
October 16, 1974	Dr. Marla Peterson	Eastern Illinois University Charleston, Illinois
November 5, 1974	Linda Brooks	Quincy, Illinois
November 18, 1974	Vincent T. Saulins	Madison, Wisconsin
December 3, 1974	Dr. Harold P. Cox	Hightstown, New Jersey
December 3, 1974	Russ Beaulieu	Hightstown, New Jersey
January 3, 1975	Edie Wheeler	Austin, Texas
January 23, 1975	Carolyn Warmann	Linn, Missouri
February 3, 1975	Donna Stokes	Alton, Illinois
February 3, 1975	James E. Lippert	Alton, Illinois
February 5, 1975	Susan F. Gilbert	St. Louis, Missouri
February 5, 1975	Christi Evans	Wood River, Illinois
February 7, 1975	Dr. Joseph M. Cronin State Superintendent of Education, State of Illinois	Springfield, Illinois
February 16, 1975	Mike Ekhardt	Quincy, Illinois
March 5, 1975	Denny Vinson	Springfield, Illinois
March 5, 1975	Patricia M. Perry	Springfield, Illinois

DATE	NAME	LOCATION
March 19, 1975	Diane Ruth	Keokuk, Iowa
March 19, 1975	Bob Moss	Keokuk, Iowa
March 19, 1975	Jim Fleming	Windsor, Ontario, Canada
March 19, 1975	John Gulies	Windsor, Ontario, Canada
March 19, 1975	N.W. Libby	Windsor, Ontario, Canada
March 19, 1975	R.H. Field	Windsor, Ontario, Canada
March 20, 1975	Marjory Bieh	Niles, Michigan
March 20, 1975	Alicia D. Willard	Niles, Michigan
March 20, 1975	Janey Waxenhouse	Niles, Michigan
April 10, 1975	Jim Thompson	Los Angeles, California
April 10, 1975	Wayne Thiem	Los Angeles, California
April 11, 1975	Barb Schieren	Lawrence, Kansas
April 11, 1975	Jim Gill	Shawnee Mission, Kansas
April 11, 1975	Sondra Bogard	Lawrence, Kansas
April 11, 1975	Grace Robinson	Huntsville, Alabama
April 11, 1975	David Jong	Hong Kong
April 11, 1975	John A. Motshe	Fergus Falls, Minnesota
April 14, 1975	William S. Hruduka	Manchester, Missouri
April 14, 1975	Sue Long	Eastern Illinois University Charleston, Illinois
April 14, 1975	Joyce Spencer	Eastern Illinois University Charleston, Illinois
May 7, 1975	Connie White	Liberty, Illinois
May 15, 1975	Hazel Bothwell	Jacksonville, Illinois

DATE	NAME	LOCATION
May 19, 1975	Tom Simpson	Peoria, Illinois
May 19, 1975	Evelyn Lewis	Leroy, Illinois
May 21, 1975	Martha Ayres	Greenville, Illinois
May 21, 1975	Dr. L. Arthur Sater, Jr.	Springfield, Illinois

F. 1975-76 OBJECTIVES, PROCEDURES, AND EVALUATION

GENERAL PROJECT OBJECTIVE

The overall objective of Career Education Through Multi-Experience Centers is to develop and implement a comprehensive career education program for special education students in the Quincy Public Schools. The project is designed to assist these students in the development of positive attitudes toward work and the acquisition of vocational skills to prepare them for effective independent living and employment through the exploration of and participation in various career centers.

ONE

OBJECTIVE	PROCEDURES	EVALUATION
Given four months (November, 1975), project participants will evaluate and revise or add to the current ten Multi-Experience Centers as measured by the implementation of those revisions and/or additions.	1. Through ongoing planning sessions and workshops, project participants will assess the operational aspects of each of the ten Multi-Experience Centers. 2. Through ongoing planning sessions and workshops, project staff will plan and implement any necessary revisions in the ten Multi-Experience Centers. 3. Through ongoing planning sessions and workshops, project participants will assess the need for additional Multi-Experience Centers. 4. If a need for additional Multi-Experience Centers exists, project staff will participate in ongoing planning sessions and workshops to design and implement new centers which will meet existing needs within the project.	1. By September 1, 1975, the complete plan for revised and/or additional Multi-Experience Centers will be submitted to the project director. 2. By September 15, 1975, the career specialists and project director will evaluate the teacher developed program and prepare for the implementation of the approved revisions and/or additions. 3. By November 1, 1975, the completed plan for new and/or revised Multi-Experience Centers will be implemented as a part of the project's activities.

TWO

OBJECTIVE	PROCEDURES	EVALUATION
Given one year (June, 1976), students participating in the project will demonstrate a more positive attitude toward their educational environment as reflected by an increase in 80% of the items on the Quincy All-Choice Continuum when the results of the pretest are compared with the results of the post-test.	1. Through ongoing planning sessions and workshops, project participants will continue to improve their skills in providing students with success-oriented tasks and high levels of social reinforcement. 2. During the 1975-76 school year, project teachers will offer students additional opportunities to participate in meaningful learning activities which will emphasize the development of positive attitudes toward the educational program and the various phases of the world of work.	1. By September 1, 1975, the subscales of the Quincy All-Choice Continuum entitled School in General, Teachers, Peers, and School will be administered as a pretest to a random sample of project students. 2. By June 1, 1976, the subscales of the Quincy All-Choice Continuum entitled School in General, Teachers, Peers, and School will be administered as a post-test to a random sample of project students. 3. Data collected during the pre and post testing sessions will be scored and analyzed to determine the amount of change in attitudes experienced by project students after one year of participation in the project.

THREE

OBJECTIVE	PROCEDURES	EVALUATION
Given one year (June, 1976), project teachers will demonstrate a more positive understanding of the career education concept as reflected by an increase in 80% of the items on a locally developed survey of career education when the results of the pretest are compared with the results of the post-test.	1. Through ongoing planning meetings and workshops, project teachers will participate in numerous activities emphasizing the concept of career education, its use in the classroom, and its relationship to the Multi-Experience Centers. 2. During the 1975-76 school year, project teachers will be provided numerous opportunities to interact with various people, both local and outside of the district, who have demonstrated expertise in the area of career education. 3. During the 1975-76 school year, project personnel will schedule periodic workshops and planning meetings focusing on teaching techniques in career education and their implementation with special education students.	1. By September 15, 1975, project teachers will be administered a locally prepared Teacher Survey of Career Education as a pretest. 2. By June 1, 1976, project teachers will be administered a locally prepared Teacher Survey of Career Education as a post-test. 3. Data collected during the pre and post testing sessions will be scored and analyzed to determine the amount of change in understanding of the career education concept experienced by project teachers after one year of participation in the project.

FOUR

OBJECTIVE	PROCEDURES	EVALUATION
Given one year (June, 1976), students in grades one through seven participating in the project will demonstrate increased (.05 level of significance) career awareness as measured by a comparison of responses on pre and post administrations of the Career Awareness Inventory.	1. During the 1975-76 school year, each project student will be provided the opportunity to participate in a minimum of ten Multi-Experience Centers. 2. During the 1975-76 school year, students attending the Multi-Experience Centers will be presented with information and experiences related to the many career clusters inherent in each center. 3. During the 1975-76 school year, project students will be provided opportunities to enhance their realistic career experiences through supplemental activities such as media presentations, visitations from businessmen and laborers, field trips to employment sites, and integrated career classroom activities.	1. By October 1, 1975, the Career Awareness Inventory will be administered to a random sample of project students in grades one through seven as a pretest. 2. By June 1, 1976, the Career Awareness Inventory will be administered to a random sample of project students in grades one through seven as a post-test. 3. Data collected during the pre and post testing session will be scored and analyzed to determine the amount of change in career awareness experienced by project students after one year of participation in the project.

FIVE

OBJECTIVE	PROCEDURES	EVALUATION
Given one year (June, 1976), secondary level special education students participating in the project will develop more positive (.05 level of significance) self-concepts as measured by their performance on pre and post administrations of the IOX Self-Appraisal Inventory.	1. During the 1975-76 school year, project students will receive both formal and informal feedback from the project staff regarding their areas of improvement and newly acquired skills as they participate in the various phases of the Multi-Experience Center project. 2. During the 1975-76 school year, placement in regular career programs at the Quincy Area Vocational Technical Center will be offered to those students who demonstrate the academic competencies and attitudinal readiness to participate in such experiences. 3. During the 1975-76 school year, students will be afforded the opportunity to freely select and attend the Multi-Experience Center which best meets their individual needs and interest. 4. During the 1975-76 school year, project students will be offered numerous opportunities to provide instruction and career experiences to younger students attending the various career centers.	1. By October 1, 1975, secondary level project students will be administered the IOX Self-Appraisal Inventory as a pretest. 2. By June 1, 1976, secondary level project students will be administered the IOX Self-Appraisal Inventory as a post-test. 3. Data collected during the pre and post testing sessions will be scored and analyzed to determine the amount of change in self-concept experienced by project students after one year of participation in the project.

PART III. DISSEMINATION REPORT

Career Education Through Multi-Experience Centers has concentrated on positive public relations through thorough and accurate dissemination activities. The project has utilized various types of media in disseminating project information. The local newspaper, local radio and television, and the district's public relations program have provided news releases for the community. The project has disseminated a monthly in-house newsletter called UPDATE to interested staff members. In addition, the project has developed a brochure which gives a general overview of the career oriented special education program. (Copy of brochure is attached in Appendix E.)

The project has invited educators and informed visitors from throughout Illinois and the midwest. Project personnel have attended and participated in numerous educational conferences. Inquiries from throughout the country concerning the Multi-Experience Centers project have been honored through quick delivery of desired information. A listing of presentations and inquiries accompanies this section.

The project with assistance from the district's media technician has developed a twenty-minute slide presentation. A general overview of the project plus concentrated features on summer workshops and all ten Multi-Experience Centers comprise the slide presentation. Supplementary to the audio-visual program is an eight-minute color movie film (16 MM) which depicts the concept of career education and focuses on several of the centers. These audio-visual materials have been a vital segment of project presentations.

The career project will further plan and develop relevant programs to enhance the dissemination process. The project is currently planning to develop a more comprehensive brochure and has submitted proposals to present the unique project at state and national conferences during the 1975-76 school year. The project again expects to be an integral part of the Quincy Educational Conference scheduled for October 15, 16, and 17.

The Multi-Experience Centers project recognizes the importance of a quality dissemination program and has committed itself to deliver a first-rate product to all interested individuals and communities.

ARTICLES FROM LOCAL PUBLICATIONS

DATE	TITLE	PUBLICATION
May 26, 1974	"Teachers Named To Head New Title III Projects"	Quincy Herald-Whig
June 3, 1974	"Schools Expanding Special Education Programs"	Quincy Herald-Whig
August, 1974	"Summer Workshops"	Quincy Herald-Whig
August 3, 1974	"Announce Project Plans For Title III Program"	Quincy Herald-Whig
September 22, 1974	"Tours Part of School Conference"	Quincy Herald-Whig
September 25, 1974	"Career Project"	Educationally Speaking
October 16, 1974	"Special Education"	Booklet: Welcome To Quincy Junior High School
October 17, 1974	"School 'Alternatives' Is Message"	Quincy Herald-Whig
November, 1974	"Title III Highlights"	Educationally Speaking
February, 1975	"Title III Highlights"	Educationally Speaking
February, 16, 1975	"Bocke To Visit Schools In Connecticut"	Quincy Herald-Whig
February 23, 1975	"Careers Start In School"	Quincy Herald-Whig
March, 1975	"News From Unit D"	Railsplitter
March, 1975	"Title III Highlights"	Educationally Speaking
April 18, 1975	"Special Education Centers Provide Exciting Variety"	Q-Review
May 15, 1975	"Career Education Centers Offer Varied Skills For Youth"	Junior Hi-Lights
May 16, 1975	"Southwick Award To Ed Schroeder"	Quincy Herald-Whig

ARTICLES FROM OTHER PUBLICATIONS

DATE	TITLE	PUBLICATION
January, 1975	"Education Times Seven"	Nation's Schools and Colleges
May, 1975	"Multi-Experience Centers"	Eastern Illinois University Career Education Resource Lab Newsletter

PROJECT PRESENTATIONS

DATE	ACTIVITY	LOCATION
August 27, 1974	All-District Pre-School Faculty Conference	Quincy, Illinois
October 16, 1974	Graduate Students From Eastern Illinois University	Quincy, Illinois
October 17-18, 1974	Quincy Conference III	Quincy, Illinois
November 5, 1974	City PTA Council	Quincy, Illinois
November 21, 1974	Administrators Conference	Quincy, Illinois
January 17, 1975	Teacher Workshop	LaSalle-Peru, Illinois
January 23, 1975	Adams County Special Education Parents Night	Quincy, Illinois
January 29, 1975	Renewal Council	Quincy, Illinois
February 1, 1975	"Quincy Schools In Action" KHQA-TV	Quincy, Illinois
February 3, 1975	Illinois Office of Education	Quincy, Illinois
February 4, 1975	Elementary Principals	Quincy, Illinois
February 18, 1975	Webster School PTA	Quincy, Illinois
February 27-28, 1975	Teachers Workshop	Greenwich, Connecticut
March 7, 1975	Teachers Institute	Vandalia, Missouri
March 10, 1975	Kiwanis Meeting	Quincy, Illinois
March 11, 1975	Adams School PTA	Quincy, Illinois
April 8, 1975	North Central Evaluation Commission	Chicago, Illinois
April 10, 1975	Teachers' Institute	Glassford, Illinois
April 18, 1975	"Let's Talk About Schools" WGEM Radio	Quincy, Illinois

DATE	ACTIVITY	LOCATION
April 18-19, 1975	St. Anne Reading Conference	St. Anne, Illinois
May 3, 1975	"Multi-Experience Career Project" WTAD Radio	Quincy, Illinois
May 3, 1975	ICEC Spring Conference	Springfield, Illinois
May 17, 1975	State Career Awareness Project	Springfield, Illinois

The Multi-Experience Centers project has received requests for various types of project information from throughout the nation. The following is a list of school systems who have been recipients of the project's dissemination materials.

DATE	LOCATION
August 13, 1974	Edgar, Wisconsin
August 14, 1975	Homewood, Illinois
September 9, 1974	Boise, Idaho
October 10, 1974	Northeast Missouri State University, Kirksville, Missouri
October 22, 1974	Highland Park, Illinois
October 22, 1974	Newton, Iowa
October 28, 1974	Vandalia, Illinois
November 4, 1974	University of Wisconsin-Stout Menomonie, Wisconsin
November 7, 1974	University of Northern Iowa Cedar Falls, Iowa
November 7, 1974	Canton, Illinois
November 7, 1974	Sparta, Illinois
December 9, 1974	Waterloo, Iowa
January 6, 1975	University of Northern Colorado Greeley, Colorado
January 13, 1975	Phoenix, Arizona
January 16, 1975	State Fair Community College Sedalia, Missouri
January 21, 1975	LaSalle-Peru, Illinois
January 22, 1975	Camp Point, Illinois

DATE	LOCATION
January 22, 1975	Illinois Office of Education Springfield, Illinois
January 31, 1975	Malta, Illinois
February 6, 1975	Pittsfield, Illinois
February 11, 1975	Greenwich, Connecticut
February 17, 1975	Eastern Illinois University Charleston, Illinois
March 4, 1975	Educational Products Information Exchange New York, New York
March 11, 1975	Hinsdale, Illinois
April 10, 1975	Florence, Montana
April 11, 1975	University of Kansas Lawrence, Kansas
April 11, 1975	Shawnee Mission, Kansas
May 7, 1975	Liberty, Illinois
May 12, 1975	East Moline, Illinois
May 12, 1975	Southern Illinois University Carbondale, Illinois

PART IV. PROPOSED BUDGET SUMMARY

PART V. ESTIMATED EXPENDITURE REPORT

APPENDIX A

NARRATIVE ON CAREER CENTERS

CAREER CITY

One of the most unique Multi-Experience Centers is Career City. The brainstorm of Career Specialist Sarah Lock, Career City consists of seven mini-buildings which are located in the Resource Center of Lincoln Elementary School. A greenhouse, grocery store, bank, bakery, photography shop, barber and beauty shop, and residential house are depicted in 5' by 5' structures, painted and decorated in various attractive colors. All of the buildings were constructed, assembled, painted, decorated, and transported by special education students from the Senior High School program.

The major objective of Career City is to supplement the classroom curriculum by providing realistic, hands-on career experiences. The many learning activities available provide tremendous career awareness experiences for elementary school-age children. Children deposit checks in the bank, grow flowers and vegetables in the greenhouse, and use cameras and viewers in the photography lab. Each career has a packet with all the necessary information and equipment to participate in any of the many learning activities.

Career City has been extensively utilized in its first year of operation. Although it did not officially open until late fall, 1974, over 500 children have now experienced this fascinating learning experience. Many non-special education students are also taking advantage of this career awareness opportunity.

The future looks bright for Career City. As with many "booming"

metropolitan areas, expansion may be needed in the not too distant future. Literally thousands of visitors are expected during the next school year.

Career City is an exciting place to visit. As aptly stated by a recent visitor, "This little city really turns children on. They can relate to each career so much better after participating in the awareness activities at Career City."

GROOMING CENTER

One of the most popular Multi-Experience Centers is the Grooming Center. Under the supervision of Career Specialist Victoria Quigley, the Grooming Center has provided awareness, exploratory, and participation experiences to over 1800 special and regular education students. Housed in Franklin Elementary School, the Grooming Center offers unique career oriented experiences for all school age children in the district.

The basic objective of the Grooming Center is to provide experiences which will initiate or enhance the development of self-grooming skills. Emphasis is placed on the necessity of good grooming as it relates to careers and the world of work. Depending on age or prior knowledge, students progress through various phases of skill development in the areas of posture and exercise, clothing selection, ironing, and the care of hair, nails, shoes, and teeth. Two Career Aides assist the students in each of the skill development areas. Filmstrips on body care and cleanliness have been extensively utilized as a part of the educational program offered at the Grooming Center.

The Grooming Center expects more and more participation in the future. Teachers and parents have supported this center strongly. It is heavily utilized by students enrolled in the regular education program. Based on this demand, the Grooming Center expects to add more equipment next year, specifically a sewing machine and a washer and dryer.

Grooming is a vital part of career education. Regardless of occupational choice, a neat appearance is necessary for finding employment

and holding a job. The Grooming Center is meeting the challenge of providing this necessary and worthwhile instruction.

FURNITURE RESTORATION AND UPHOLSTERY CENTER

The Furniture Restoration Center is located at the Jackson School Special Education Center. Under the leadership of Career Specialist Keith Rocha, this Multi-Experience Center has grown rapidly since the beginning of the current school year. Since the opening of school, the center has been booked solid with very few cancellations. To date, over 1400 students have gone through the center with all age groups from preschool through senior high represented. Due to the popularity and demand concerning the Upholstery Center, the participation this year has been mostly by special education students.

The Furniture Restoration Center is designed to allow students to explore and participate in the many and varied activities associated with furniture restoration. Numerous experiences have been provided to students during this initial year of operation. Students have made pin cushions, pillows, and footstools, in addition to repairing and upholstering couches, rocking chairs, and lounge chairs. Students have also learned to identify and use the basic tools necessary in furniture restoration. Knowledge concerning safety factors is always stressed as an important aspect of the educational program at the center. The Upholstery Center has been fortunate to have the services of Career Aide Helen Bumbry during its first year of operation. Mrs. Bumbry is skilled in the art of furniture restoration and she interacts remarkably well with the students when they are visiting or working in the center.

The Furniture Restoration Center has expanded rapidly throughout

the present school year. Even greater expansion is predicted for the future. New and necessary equipment is being steadily added to the center, thus allowing more and more learning activities to take place.

Many students ask to return for a second or third session at the Upholstery Center. What better an evaluation could be obtained?

LAUNDRY CENTER

The Laundry Center operates out of two facilities: (1) Vocational Training Center, and (2) Senior High II. Under the supervision of Career Specialist Jill Schultz, this Multi-Experience Center provides laundry services for several school departments or facilities. For example, the Laundry Center has assumed responsibility for laundering towels from the Grooming Center, towels from the Food Service Department of Senior High II, uniforms for the Health Occupations class at Senior High II, and towels and uniforms for the Athletic Department at Senior High II. Many career experiences are provided through participating in these realistic vocational experiences.

The major objective of the Laundry Center is to provide awareness, exploratory, and participation experiences in the area of laundry services. The centers are equipped with washing machines, dryers, irons, ironing boards, measuring charts, and cleaning agents. Students involved in activities at the Laundry Center will gain experiences in measuring, folding, and good housekeeping practices, in addition to experiences in regulating the settings on the washers and dryers relating to water temperature, wash and rinse cycles, and the amount of agitation. Career Aide Arlene Fiechtl assists students with many of the experiences that occur at the Vocational Training House relative to this multi-experience center.

The Laundry Center provides essential self-care instruction for all children and specific vocational preparation for several young adults in

a work experience setting. This Multi-Experience Center has proven to be quite functional in its first year due to its ability to provide many and varied experiences from awareness through participation.

HEALTH CAREER CENTER

The Health Career Center offers students the opportunity to become aware of and explore the various aspects of home nursing. Located at the Vocational Training Center, this Multi-Experience Center is under the leadership of Career Specialist Jill Schultz.

The center is equipped with a hospital bed, bedside table, lap table, and other equipment applicable to a nursing situation. Students going through the center become familiar with the various pieces of equipment and their use. Students also develop routine skills which are essential to this career area. Much emphasis is placed on developing good judgement and self-reliance.

Children visiting the Health Career Center may experience many activities geared to different levels. Some students will participate directly in the home nursing station while others will receive awareness and exploratory experiences through observance of demonstrations by professionals in such areas as bed making, bed baths, and the process of taking someone's temperature. Over 400 students have benefitted from the career experiences offered by the Health Career Center.

The Health Career Center provides essential self-care information, as well as career education instruction. It should prove very beneficial for those students who enter a related job placement as a part of their high school work experience program. This Multi-Experience Center provides total career experiences from awareness through participation. As in the case of the other career centers, all students are elegible to schedule into the Health Career Center.

HORTICULTURE CENTER

Activities relative to the Horticulture Center take place in three locations: (1) Junior High School Greenhouse, (2) Vocational Training Center, and (3) Hamann's Florist. The Horticulture Center is under the direction of Career Specialist Jill Schultz.

This Multi-Experience Center is designed to assist students in developing an awareness in the area of horticulture. The Horticulture Center specializes in the production and use of fruit, vegetables, trees, shrubs, plants, and flowers. Landscaping, gardening, and floral design are also included. While participating at the center, students will learn the qualities of various types of soil and the best way to cultivate certain types of plants. Students will also study the various types of fertilizers and the proper quantities needed for correct useage. Terrariums are used in the classroom to reinforce the learning activities of this center.

Over 200 students have received career experiences through the Horticulture Center this school year to date. Many have received direct experience through participation at Hamann's Florist and Greenhouse. Others have received awareness and exploratory experiences through classroom demonstrations and visits to the greenhouse.

Further expansion of the Horticulture Center appears feasible for the future. Construction of a greenhouse at the Vocational Training Center has been suggested.

All students can achieve a real feeling of success through their experiences at the Horticulture Center. Whether planting vegetables,

caring for flowers, or landscaping a yard, students have the opportunity to observe, firsthand, the success of their efforts.

FOOD SERVICE CENTER

Under the direction of Career Specialist Bev Deckard, the Food Service Center has its base of operation at Quincy Senior High II. Over 2000 student experiences have occurred as a result of this Multi-Experience Center.

The Food Service Center strives to develop career awareness at the elementary school level. Featured occupations are the baker, doughnut maker, candy maker, pizza maker, and cook or chef. Younger children have an opportunity to work with secondary level students on a one-to-one basis.

At the secondary level, skill development is centered around those skills needed to secure and maintain a job as a waiter, waitress, busboy, cook, cashier, and so forth. Students at this level gain participation skills through serving everything from small luncheons to very large banquets. As an example, the Food Service Center now serves all the meal functions for the Quincy Conference. This is no easy task, but the students have drawn "raves" of compliments from those in attendance.

An integral part of this total career experience is the development of skills needed for family food management. Consumer education, food preservation, food preparation and storage, and meal planning are emphasized.

The Food Service Center has been extremely successful and most popular during its first year of existence. Teachers throughout the district are now desiring to schedule their students for a food experience.

Many students in the regular education program are now benefiting from the many activities available through this Multi-Experience Center.

Further expansion will no doubt take place in the near future. Plans are being made toward operating a retail, mobile, food service. This could involve both the preparation of food and retail selling on a realistic profit or loss basis.

CONSTRUCTION CENTER

A most unique Multi-Experience Center is the Construction Center. Although located primarily at the Vocational Training Home, the Construction Center also maintains a mobile unit which is actively involved in activities taking place at surrounding schools. The Construction Center is supervised by Career Specialist Bev Deckard and employs Ed Schroeder as a Career Aide to work directly with the students while at the center or with the mobile unit.

The Construction Center provides awareness, exploratory, preparation, and participation experiences to all interested students in the district. Demonstrations and discussions create an awareness of specific careers associated with the area of construction. The mobile unit is also capable of providing awareness experiences to elementary school classes through classroom demonstrations. Actual participation in the Construction Center takes on many aspects of this career area. Activities range from building bird feeders, to roofing a house, to laying bricks.

Students, under the guidance of the Career Aide, will have an opportunity to develop good work habits, become aware of safety rules, learn to identify and properly use various construction tools, construct small, "take home" projects, and learn more difficult construction skills, especially at the secondary level. A total range of experiences, preschool through secondary, can be offered through this Multi-Experience Center.

The future looks "busy" for the Construction Center. Total participants this year approximate 1400, with more participation expected in the future. There is even the possibility of adding a room to the Vocational Training Home facility.

PRODUCTION CENTER

The Production Center is housed primarily at Senior High II, with the option of mobility should the need or opportunity arise. Production Center services are under the direction of Career Specialist Bev Deckard.

The major objective of this Multi-Experience Center is to afford the students an opportunity to become aware of and participate in activities which are normally associated with assembly line work. Learning activities include such projects as school mailings, preparation of packets, and the assembling of radios to include soldering techniques. As an example, students, through their involvement in the Production Center, are responsible for sorting and bundling the mailings for the Quincy Conference. This process involves two mailings, both in excess of 30,000 pieces of mail. Students in the Production Center also are responsible for measuring graduating Seniors for their caps and gowns. The students must then record all information and dispense the gowns prior to graduation. All of these activities require some of the same proficiencies and dexterities needed on industrial assembly lines.

The Production Center offers the teacher an excellent opportunity to observe and evaluate manual dexterities. Poor work habits may be detected and corrected on the spot. In addition, positive work attitudes are developed through experiences in the Production Center. Students are exposed to various employers and participate with many different co-workers on the many projects available.

The Production Center will no doubt expand in the future. Many schools,

clubs, and individuals are now becoming aware of its services. Already, the number of participants in this Multi-Experience Center exceeds 750.

MAINTENANCE AND REPAIR CENTER

The Maintenance and Repair Center was the final Multi-Experience Center to begin operation. This center is currently housed at Senior High II and is under the direction of Career Specialist Bev Deckard.

The major objective of the Maintenance and Repair Center is to give students an opportunity to develop practical skills needed to repair small appliances, small engines, toys, and bicycles. A variety of small appliances are available for students to work with under direct supervision. Students may also work on personal items which are in need of repair.

An elementary career awareness program has been developed around the electricity career cluster. Elementary students may observe older students repairing or assembling items, or they may participate in such activities as "discovering electricity" or making their own personal extension cord.

Regardless of the level of career development, the Maintenance and Repair Center strives to assist all students in developing positive peer relationships, good work habits, in providing practical efficient products and in improving self concepts. Positive work attitudes are emphasized, developed, and reinforced.

Approximately 150 students have experienced the Maintenance and Repair Center, to date. Much heavier participation is expected in the future as this Multi-Experience Center grows and develops.

CAREER EDUCATION IN THE CLASSROOM

By Cindy Sagarsee

This year has been a great year for career awareness for the children in my classroom. The class is intermediate level deaf children, ages 9 through 12.

At the beginning of the year we decided to have a "Career of the Month" on which to focus. The students made bulletin boards on the career we were talking about. For example, we spent a month talking about "Grooming". We not only talked about grooming itself, but talked about the various occupations associated with grooming. The teacher made various worksheets and the children did several things in the classroom, such as doing each other's nails, fixing hair, etc.

Some of the best ways of showing deaf children career awareness are through various filmstrips and pictures. Visualization is so important in order for these students to grasp and understand.

Our favorite career experiences have been field trips. We have been attending the ten Career Centers and the students usually want to go back again and again. We usually come back and have discussions on what they would like to do when they are older and how they liked the center.

In accordance with the Career Centers, we have visited different places in the community associated with our "Career of the Month." This year we have been associating our "Career of the Month" with the ten centers here at Quincy.

We have been trying to take at least one field trip a week since the

beginning of the year. We never go to more than one or two places at a time. The explanation for deaf children is quite time consuming.

Career awareness is in our class at all times. We use it with math, language arts or any other subject. It's not just a subject of it's own to save a time for during the day. It takes much enthusiasm from the students, as well as the teacher.

We've had a store this year, "built a small city", and have related these experiences to academics, as well as recreation. As a teacher interested in career education, it is my opinion that career awareness should begin in elementary school, not to wait until high school. The sooner a child is exposed to the world around him, not just a classroom, maybe it will be easier for him to make more mature and wise decisions when he's ready for the world of occupations.

All I can say is, "Hooray for Career Education in the Classroom!" It's been an asset to my class.

APPENDIX B

EVALUATION INSTRUMENTS

Psychologists and project staff developed the evaluation instrument which determined career awareness level of students. Outside evaluation consultants assisted in the development of the final test. These consultants included Dr. Larry Bailey and Dr. Don Beggs of Southern Illinois University. The Career Awareness Inventory was then administered on a pre and post basis to project students on the elementary grade level. The Career Awareness Inventory which measured Objective Three is contained in the immediate following pages.

Career Education thru Multi-Experience Centers Title III ESEA

CAREER AWARENESS INVENTORY

Name _____ School _____

Grade _____ Teacher _____ Date _____

SECTION I.

Materials required: Plates 1 thru 4.

Directions: "I am going to show you some pictures. Look at this picture (hold up first plate) and show me the:

1. Truckdriver _____

2. Elevator Operator _____

Plate #2

3. Baker _____

4. Astronaut _____

Plate #3.

5. Janitor _____

6. Soldier _____

Plate #4.

7. Gas Station Attendant _____

8. Fireman _____

Scoring: Credit each correct response with 1 point.

Total _____

SECTION II.

Materials required: Plates 1 thru 4.

Directions: "I am going to show you a picture of a person doing something. Look at the picture and tell me what he is doing."

(Hold up card #1, pointing to the picture of the elevator operator.)

Say, "What is this man doing?

_____

_____

Plate #2. Show Window Washer. Ask, "What is this man doing?

Plate #3. Show Mailman. "What is this man doing?"

Plate #4. Show Ice Cream Salesman. "What is this man doing?"

Scoring: 1pt. for each correct answer. Total _____

SECTION III.

Materials Required: Plates 5, 6, and 7.

Directions: Take plate #5, place in front of child, and say:
"I want you to tell me what each person here is called. (Point to the TEACHER) Say, "Here is a TEACHER. "Have child repeat word TEACHER. Then proceed to each item on all three plates. Record + for each correct response, - for incorrect.

1. Porter _____
2. Gas Station attendant _____
3. Teacher _____
4. Show Repairman _____
5. Soldier _____
6. Engineer _____
7. Farmer _____
8. Workman, laborer _____
9. Upholsterer, furniture repairman _____
10. Barber _____
11. Chemist, Scientist _____
12. Veterinarian _____
13. Judge _____
14. Archeologist _____
15. Dentist _____

16. Professor, teacher, college graduate _____

17. Teacher _____

18. Surveyor _____

19. Cook, Chef _____

20. Welder _____

21. Cashier, supermarket clerk _____

22. Bum _____

23. Waiter _____

24. Farmer _____

25. Housewife _____

26. Housewife, grandmother, mother _____

27. Milkman _____

Score: 1 point for each correct answer. Total _____

SECTION IV.

Materials Required: none.

Record all answers, and give one point for EACH correct response. Thus, a student may earn more than 1pt. per answer.

Directions: "Tell me why...

1. do we need people to deliver mail?

2. do we need carpenters?

3. do we need policemen?

4. do we need janitors?

5. do we need dentists?

6. do we need farmers?

SECTION V.

Materials required: none.

Directions: "What does a _____ do?

Insert the following words, and score one point for each correct function described.

1. Florist
2. Grocer
3. Lawyer
4. Repairman
5. Pilot

Total _____

SECTION VI.

Materials required: none.

Record the student's answer to the following question: "Why do people work?"

Scoring: one point for each reason named. Total _____

SECTION VII.

Materials required: none.

Directions: "I want you to name as many kinds of jobs as you can, like teacher, and doctor, for example. "Scoring (credit 2 points for each correct answer, one point for each job described by function and not by name. Record as well as possible all responses. TIME ALLOWED: 2 minutes maximum. If subject hesitates, prod with encouragement to get him to give more answers.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

Total _____

The career project administered the Quincy All-Choice Continuum to evaluate project student's change of attitude toward their educational environment. A copy of this evaluative instrument which measured Objective Four is contained in the immediate following pages.

CAREER EDUCATION THROUGH MULTI-EXPERIENCE CENTERS
TITLE III, E.S.E.A.

Quincy All-Choice Continuum

NAME_____ DATE_____

SCHOOL_____ GRADE_____

Part I

1. My school experiences help me.	1. My school experiences do not help me.
2. My school experiences have no meaning for me.	2. My school experiences have meaning for me.
3. I am proud of my school.	3. I am not proud of my school.
4. School is not important to me.	4. School is important to me.
5. I plan to graduate.	5. I do not plan to graduate.

PART II

1. My teachers make their subjects interesting to me.	1. My teachers bore me when they are teaching.
2. I have a poor relationship with all my teachers.	2. I have a good relationship with all my teachers.
3. I feel that my teachers are nice.	3. I feel that my teachers are not nice.
4. I never trust teachers.	4. I always trust teachers.
5. I love teachers.	5. I hate teachers.

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PART III

1. All students hate me.	_____	1. All students like me.
2. I have many friends at school.	_____	2. I have no friends at school.
3. Students at my school are not very friendly.	_____	3. Students at my school are very friendly.
4. Other students make me feel good about myself.	_____	4. Other students make me feel bad about myself.
5. Other students are always mean to me.	_____	5. Other students are never mean to me.

PART IV

1. I feel I am not important in this school.	_____	1. I feel I am important in this school.
2. School people see me as a good person.	_____	2. School people see me as a bad person.
3. I attend all school events.	_____	3. I attend no school events.
4. At school everyone cares about me.	_____	4. At school no one cares about me.
5. My school is not a friendly place.	_____	5. My school is a friendly place.

A locally developed continuum was prepared to measure the regular teachers attitude toward special education. The Teachers Survey of Special Education indicated teachers' change in acceptance of the special education student. This evaluative instrument which measured Objective Five is found on the next page.

Teachers Survey of Special Education

Instructions: Based on your past school experience up to now, please mark each continuum with a vertical line. The continuum represents two extremes between which you should be able to find a position. Please read each continuum carefully.

1. I understand the goals of the special education department.	_____	I do not understand the goals of the special education department.
2. I do not understand handicaps which affect students' performance.	_____	I understand handicaps which affect students' performance.
3. I think special education students can benefit from regular classrooms.	_____	I do not think special education students can benefit from regular classrooms.
4. I would rather not have special education students in my classroom.	_____	I like to have special education students in my classroom.
5. Special education students seem to have positive attitudes toward school.	_____	Special education students seem to have negative attitudes toward school.
6. I do not understand the career project for special education students.	_____	I understand the career project for special education students.
7. Special education students often obtain rewarding jobs.	_____	Special education students seldom obtain rewarding jobs.
8. Special education teachers can not serve as resources to the regular teacher.	_____	Special education teachers can serve as resources to the regular teacher.
9. Special education students can learn from their peers in regular classes.	_____	Special education students can not learn from their peers in regular classes.
10. I am not willing to invest time and energy in the development of the career project.	_____	I am willing to invest time and energy in the development of the career project.

(Title III, E.S.E.A.)

The IOX Self Appraisal Scale was administered to secondary level project students to measure change in their self-concept. This evaluation instrument which measured Objective Six is contained in the immediate following pages.

CAREER EDUCATION THROUGH MULTI-EXPERIENCE CENTERS
TITLE III, E.S.E.A.

SELF APPRAISAL INVENTORY
Secondary Level

Directions

Please show whether you agree or disagree with each of the statements by marking one of the spaces on the answer sheet.

a = Strongly Agree, b = Agree, c = Disagree, d = Strongly Disagree

For example:	a.	b.	c.	d.
I want to be a movie star.	—	—	X	—
I like chocolate cake.	X	—	—	—

There are no right or wrong answers, so respond to each statement as honestly as you can.

	a.	b.	c.	d.
1. I like to meet new people.	—	—	—	—
2. I can disagree with my family.	—	—	—	—
3. Schoolwork is fairly easy for me.	—	—	—	—
4. I am satisfied to be just what I am.	—	—	—	—
5. I ought to get along better with other people.	—	—	—	—
6. My family thinks I don't act as I should.	—	—	—	—
7. I usually like my teachers.	—	—	—	—
8. I am a cheerful person.	—	—	—	—
9. People often pick on me.	—	—	—	—
10. I do my share of work at home.	—	—	—	—
11. I often feel upset in school.	—	—	—	—
12. I often let other people have their way.	—	—	—	—
13. Most people have fewer friends than I do.	—	—	—	—
14. No one pays much attention to me at home.	—	—	—	—
15. I can get good grades if I want to.	—	—	—	—
16. I can be trusted.	—	—	—	—
17. I am easy to like.	—	—	—	—
18. There are times when I would like to leave home.	—	—	—	—
19. I forget most of what I learn.	—	—	—	—
20. I am popular with kids my own age.	—	—	—	—

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	a.	b.	c.	d.
21. I am popular with girls.	—	—	—	—
22. My family is glad when I do things with them.	—	—	—	—
23. I often volunteer in school.	—	—	—	—
24. I am a happy person.	—	—	—	—
25. I am lonely very often.	—	—	—	—
26. My family respects my ideas.	—	—	—	—
27. I am a good student.	—	—	—	—
28. I often do things that I'm sorry for later.	—	—	—	—
29. Older kids do not like me.	—	—	—	—
30. I behave badly at home.	—	—	—	—
31. I often get discouraged in school.	—	—	—	—
32. I wish I were younger.	—	—	—	—
33. I am always friendly toward other people.	—	—	—	—
34. I usually treat my family as well as I should.	—	—	—	—
35. My teacher makes me feel I am not good enough.	—	—	—	—
36. I always like being the way I am.	—	—	—	—
37. Most people are much better liked than I am.	—	—	—	—
38. I cause trouble to my family.	—	—	—	—
39. I am slow in finishing my school work.	—	—	—	—
40. I am often unhappy.	—	—	—	—
41. I am popular with boys.	—	—	—	—
42. I know what is expected of me at home.	—	—	—	—
43. I can give a good report in front of the class.	—	—	—	—
44. I am not as nice looking as most people.	—	—	—	—
45. I don't have many friends.	—	—	—	—
46. I sometimes argue with my family.	—	—	—	—
47. I am proud of my school work.	—	—	—	—
48. If I have something to say, I usually say it.	—	—	—	—
49. I am among the last to be chosen for teams.	—	—	—	—
50. I feel that my family always trusts me.	—	—	—	—
51. I am a good reader.	—	—	—	—
52. I don't worry much.	—	—	—	—

	a.	b.	c.	d.
53. It is hard for me to make friends.	—	—	—	—
54. My family would help me in any kind of trouble.	—	—	—	—
55. I am not doing as well in school as I would like to.	—	—	—	—
56. I have a lot of self control.	—	—	—	—
57. Friends usually follow my ideas.	—	—	—	—
58. My family understands me.	—	—	—	—
59. I find it hard to talk in front of the class.	—	—	—	—
60. I often feel ashamed of myself.	—	—	—	—
61. I wish I had more close friends.	—	—	—	—
62. My family often expects too much of me.	—	—	—	—
63. I am good in my school work.	—	—	—	—
64. I am a good person.	—	—	—	—
65. Sometimes I am hard to be friendly with.	—	—	—	—
66. I get upset easily at home.	—	—	—	—
67. I like to be called on in class.	—	—	—	—
68. I wish I were a different person.	—	—	—	—
69. I am fun to be with.	—	—	—	—
70. I am an important person to my family.	—	—	—	—
71. My classmates think I am a good student.	—	—	—	—
72. I am sure of myself.	—	—	—	—
73. Often I don't like to be with others.	—	—	—	—
74. My family and I have a lot of fun together.	—	—	—	—
75. I would like to drop out of school.	—	—	—	—
76. I can always take care of myself.	—	—	—	—
77. I would rather be with kids younger than me.	—	—	—	—
78. My family usually considers my feelings.	—	—	—	—
79. I can disagree with my teacher.	—	—	—	—
80. I can't be depended on.	—	—	—	—

APPENDIX C

REACTIONS AND EVALUATIONS OF MULTI-EXPERIENCE CENTERS

During the course of the year the project asked for written reactions from staff and visitors concerning the project and the specific career centers. The following is a sample list of the remarks given by teachers and guests.

General: "I was impressed by the freedom teachers have in their movement and use of the more than ample facilities. Your staff also seems highly knowledgeable and competent."

General: "Great opportunity for students to explore many areas."

General: "I was most impressed by the visits to the Career Experience Centers, the slide presentation, and talking to students."

Horticulture: "Hope we can enlarge on the experiences at the Horticulture Center. We need more time at this center."

Health Career: "I was amazed that there was something for the very smallest to see and do and that they enjoyed the nurse role-playing."

General: "You can observe the positive change in the student's appraisal of himself after participating in the career centers."

Grooming: "I find the Grooming Center extremely valuable in teaching all my students (1) the importance of good personal grooming and (2) the specific self-help skills needed in achieving personal grooming and health habits."

Grooming: "The Center has been a vital part of our class activities. We utilized the Center even more than I expected. The two Aides are great!"

Grooming: "The staff at the Center are outstanding."

Grooming: "Very good experience for all the children. Some have

never had their nails worked on. The kids were very excited about all the activities."

Upholstery: "Students were very excited."

Food Service: "Student involvement was excellent. We enjoyed the whole experience."

Construction Center: "Excellent preparation for our visit by the staff and direction by the staff as we participated in making bookcases."

Upholstery: "Teacher involved did an excellent job of holding the children's attention during the project of making footstools."

Grooming: "The Career Aides did an excellent job. The session was most informative and interesting. The group thoroughly enjoyed themselves and said that they learned also."

Food Service: "This was one of our best field trips."

Career City: "Parts of or all of it can be adaptable to other school districts."

Career City: "This miniature city is a great 'real life' experience for primary age children."

Food Services: "While some children participated wholeheartedly in the making of doughnuts, others had the opportunity to make pizza. They talked about their experience for days! Many thanks!"

Grooming: "The girls were able to wash and curl their hair with self-experimentation. They love coming here and their awareness of self-grooming has increased tremendously."

Career City: "Career City is fantastic. . . a fun way to teach basic

concepts. My students really enjoyed it."

Career City: "The kids really were involved. We're doing a unit on community helpers."

Upholstery: "With the interest shown in this area by the students, I would like to see this work area enlarged."

Maintenance and Repair: "Students helped roofers by cleaning old shingles, cleaned the tool shed, cleaned basement, cared for the house and grounds."

APPENDIX D

STATE CERTIFICATION OF PERSONNEL

Teachers participating in the project are certified in their specialized areas by the State of Illinois, Office of Education. The following list indicates their type and number of state certification.

PROJECT PERSONNEL	CERTIFICATE TYPE	NUMBER
Joe Bocke	09	531544
	61	801088
John Venegoni	10	770759
	73 School Psychologist	898787
Beverly Deckard	09	535898
Jill Schultz	10 EMH	707356
Vickie Quigley	03	936027
	10 EMH	892834
	LD Evaluation	in process
Keith Rocha	03	958502
	10 EMH	958501
Sarah Lock	03	113732

APPENDIX E

PROJECT BROCHURE

GROOMING

PRODUCTION SERVICE

FOOD SERVICE

Career Education Through Multi-Experience Centers [illegible] Title III, E.S.E.A. project offering ten career [illegible] experience centers located throughout the commun[illegible] Through the multi-center approach, [illegible] develop positive attitudes towards work, explore [illegible] wide range of careers, and actively participate [illegible] series of vocational experiences. It is a career [illegible] oriented program primarily for special educatio[illegible] students, pre-school through high school. [illegible] Multi-Experience Centers project brings a new [illegible] concept to special education. It departs from [illegible] approaches commonly utilized because of its emphasis [illegible] on experiential learning. In the project, vocations are [illegible] not just talked about or observed. Instead, students [illegible] are presented with opportunities to gain competencies [illegible] and skills through actual participation at a level [illegible] commensurate with their abilities, talents, and interests.

HORTICULTURE

MAINTENANCE and REPAIR

CAREER CITY

CONSTRUCTION

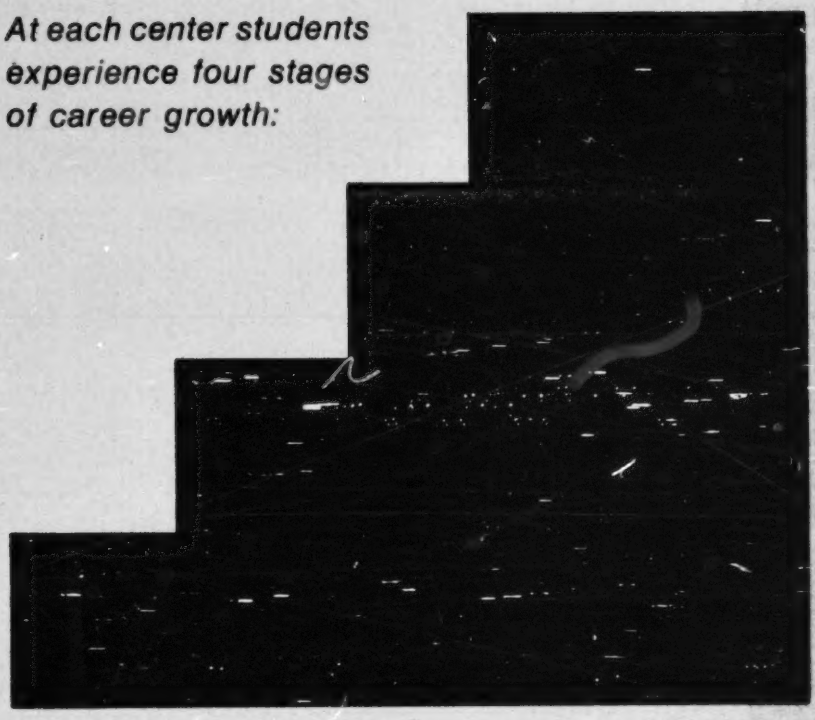
Working together, special education and regular faculty members developed the career concepts which focus on preparing students for the challenges involved in being productive members of society. Summer workshops were utilized to provide the planning time necessary for bringing the special education and regular faculty members together and to create a climate of cooperation and understanding. The results of these efforts may be seen as one of the career centers now in operation in the Quincy Public Schools. The centers developed by Quincy educators, students, and citizens focus on the following major areas: food service, laundry, horticulture, construction, health, assembly-line production, grooming, secretary, and custodial maintenance. In addition, a "career city", a model town designed for primary level students, has been constructed. Here a student may investigate many different career clusters.

HEALTH CAREERS

LAUNDRY

FURNITURE RESTORATION

At each center students experience four stages of career growth:



PRE-SCHOOL ⟷ **GRADE 12**

Dr. William Alberts
Superintendent of Schools

Henry Hackamack
Director of Special Education

PROJECT STAFF

Dr. Joe Bocke
Project Director

Dr. Frank Froman
Project Psychologist

CAREER SPECIALISTS

Beverley Deckard
Vickie Quigley
Jill Schultz
Keith Rocha
Sarah Lock

COME VISIT . . .

CALL - VISIT - WRITE

For Further Information Please Contact:

Joe Bocke

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